UNESCO

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THE CHILDREN OF EUROPE

A Unesco Photo Story

EUROPE is still a stone wilderness and the smoke which has since long lifted from the last war still discloses a shattered continent. Where it is not shattered physically, it is hurt within its mind and its courage for life. The child groping his way out of the ruins must make his way to life now in this Europe.

The growth of the children of Europe has been disfigured by a greater or lesser degree of shock—physical, emotional, mental. There are millions of children under 17, and what they need is security, self-expression, education and the sense of belonging to the social world.

The figures of Europe's basic scholastic needs run from the simple to the complex: millions of pieces of chalk, thousands of blackboards and thousands of pieces of vocational equipment.

How many cannot read? How many millions have been retarded?

War smashed the high school and the grade school as well as the enemy's fortress. These children were burrowing into the ground with fingers when they should have been learning the three "R's".

Their teachers fled, were sent to concentration camps, or are dead, combatants of battle. Even those children lucky enough to have survived with their parents are far and dangerously behind. And those just beginning to go to school lack teachers and equipment...

The future teacher himself must be made fit to handle children whose memory is the memory of war, poverty, destruction, black market. This is one of the great steps in the task, in addition to equipment.

At centres in Switzerland and other countries teachers are being made. They come from the concentration camps, from ruined lands.

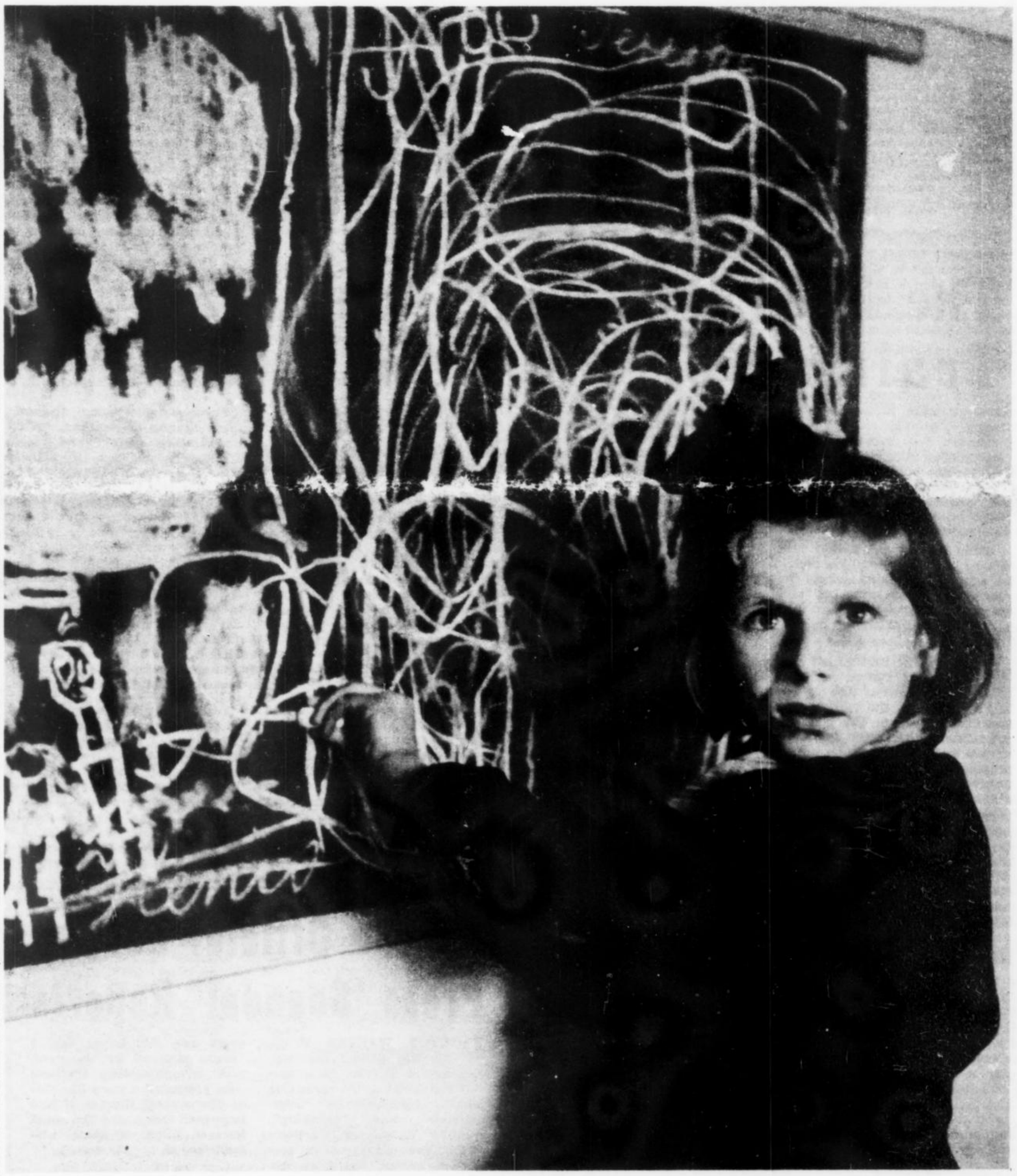
They are given special training for the size of the problem they face with backward, emotionally and physically torn and crippled children. And they return to build education in Europe. From the ground up...

Gradually, against the ruins, there is a reaching out. For the physically handicapped must be given both the skill and the will to life. The deaf must communicate with the hearing. The crippled must learn first to walk. And the blind too must be given the faith to reach out in the darkness.

But there is another reaching and another darkness: the delinquent, the lost, the orphaned—they too reach out. Left alone, they reach out in the ways they know best.

And where there is no encouragement, energy and new strength, they go an old way—the road through the juvenile court into the reformatory.

The child in the classroom, uncertain, remembering what it must forget, draws its conceptions of a house on a board. Picasso? No, but the memory of ruination. It has to be changed. The wilderness within and without the human being must begin to grow life and the reflection of life. Millions of tools, millions of pencils, thousands of teachers, but mostly the will to belong and a world in which it is good to live. These are their needs.



IN this issue, the *Unesco Courier* presents a small selection from over five-thousand photographs, taken for Unesco last year by Mr. David Seymour, a U.S. photographer, during a visit to Austria, Greece, Hungary, Italy and Poland.

They show some of the problems of Europe's war-handicapped children—the physically handicapped, the morally handicapped, the emotionally handicapped, and the mentally handicapped—and the efforts being made to educate them. For the main task is to educate them, to replace the powerful memory of violence which still haunts their lives, and to feed the living root of self-expression in them which is eager for nourishment.

Tereska, a small girl at a special school for war-handicapped children recently constructed in Warsaw, Poland, was asked to draw her house and family. She produced this representation of her confused mind — wavering chicken-track lines crisscrossing each other. What is it that she sees when the teachers says "draw a house"? Is it the memory of terror and the fact of ruin? Are not the chicken-track lines of this little child's drawing but the reflection of an uprooted life, the mirror of disorder and chaos which the war has strewn over Europe?

SEE PAGES 5 TO 9

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The Need For Professional Training of Journalists

By Robert W. DESMOND

JOSEPH PULITZER, Hungarian-born editor of *The New York World*, once said that "the only career for which a man needs no special training is that of an idiot."

When Pulitzer died nearly forty years ago he left a million dollars to endow a training school for journalists, which now has been in existence since 1912 as a part of Columbia University, in New York.

It was not the first such school in the United States, or even in the world, but it now is one of many—and the number is steadily increasing. The last war emphasized the need for such schools and we find that training programmes have been introduced or revived or are being planned in many countries since 1945.

Today, some form of journalistic training, from a simple programme to an elaborate one, is being offered in many universities and colleges of the United States, Canada, Mexico, China, India, Great Britain, France, Poland, Italy and other countries.

MANY journalists of experience have regarded actual work for a newspaper as the only training necessary. This is the time-honoured, empirical method, and it has produced some great journalists.

Experience in the United States, over a period of more than 40 years has demonstrated, however, that preliminary university training in journalism has both direct and indirect benefits. And the leading organizations of editors and publishers are now supporting and endorsing the professional training progammes.

The same tendency is manifesting itself in certain other countries.

The problems the journalist must cope with today are so much more complex than ever before, and his responsabilities so much greater, that logic seems to many persons to demand an improved preparation for the journalist himself.

Two Unesco Commissions on Technical Needs have made strong recommendations for professional training to help prepare the prospective journalist. Such training the commission members felt, should be given as part of the work of a university or college so that students might combine specialized journalism courses with general educational subjects.

A journalist needs a thorough background—especially in the world of today—in history, economics, government, sociology, international relations, and in the liberal arts and humanities. In journalism courses he receives training in the techniques of news reporting and writing and editing, in the historical background of the profession that is to become his own, in the social importance of the press and its responsibilities, and perhaps in certain more specialized aspects af the work.

Dr. Robert W. Desmond is head of the Journalism Department of the University of California, Berkeley, California. He has served on the editorial staffs of the New York Herald Tribune's Paris Edition, The New York Times, The Christian Science Monitor and the Milwaukee Journal. He was a member of the first Unesco Commission on Technical Needs, which met in Paris in 1947, and has recently been in Paris to do preparatory work on a forthcoming Unesco brochure on "The Professional Training of Journalists".

THe Unesco Commission on Technical Needs asserted that **"every effort should be made by Unesco to extend public awareness of the need for accurate and comprehensive dissemination of public information"**. It urged that "training programmes for prospective journalists should be encouraged by any means within the power of Unesco", including "practical assistance to schools by the provision of expert advice and guidance, by the arrangement of facilities for the... organizers of courses in journalism to meet and pool their knowledge and by the encouragement of exchanges of lecturers."

As an aid to this purpose, the Commission proposed the formation of and *International Institute of Press and Information*, one of whose functions would be to help national schools of journalism in problems of organization and exchange of information.

This proposal has had support from the 1947 and 1948 General Conference of Unesco, from the U.N. Conference on Freedom of Information at Geneva, in the spring of 1948, and from various individual journalists and groups of journalists in several countries.

As a more immediate aid to the newer schools and to those countries where plans are being made to introduce professional training, Unesco is preparing a brochure in which the entire subject will be explored and suggestions for training programmes advanced.

The importance of accurate and well-presented fact and opinion is so tremendous that any action in support of better performance in all the media of mass communication has the support of thoughtful persons in every land. The young, prospective journalist therefore may anticipate better opportunities for training, and better opportunities to contribute to the improvement of his community and of his world in the years ahead.

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PROBLEMS OF UNESCO

"DOES the world need Unesco ?" In one form or another the question has been posed since 1919, although the League of Nations cannot be said to have succeeded very well in fortifying faith on this point, for the Committee of Intellectual Cooperation never succeeded in making a sufficiently vigorous impact even on the scholar's limited world to command great confidence in the value of its contribution to peace.

That committee, with the Institute of Intellectual Cooperation created and largely endowed for it by the Government of France, was, however, by no means the sole nor even the most vigorous of the many international organizations striving to develop an interest and enthusiasm for the life of the mind on a world-wide scale.

The International Bureau of Education survives as one expression of forces which in almost every discipline drove men of many countries to come together, cooperating to advance their special studies and interests not merely in their own country but throughout the world. In natural sciences and technology, in history, in philosophy, in archaeology, in the world of museums and of libraries this same expansive unifying interest was manifest.

What more natural, therefore, than to demand an International of Internationals in the realm of education, science and culture which should harness this energy and direct it in the service of peace and international understanding? For otherwise how would the seething mass of international organizations struggling for survival have achieved any coherent pattern? Inevitably their needs and aspirations would meet with a poor response, because they would neither be heard nor understood by the lay and secular powers of Governments and their treasuries, without whose aid in the past they plainly have achieved very little. In the Director-General of Unesco they now have a tribune who must listen, who will understand, who will be able to report their cause aright to the magistrates and chief officers of States.

In this way money may, indirectly, be obtained from national budgets which national parliaments could not be asked to vote directly. In 1949, for example, the United Kingdom will have to find just over a quarter of a million pounds for Unesco. It seems a large sum; but more was spent on publicity for the Road Safety Campaign in 1948 and as much is needed by one of our local authorities to build and equip a single modern English school.

Further questions, however, arise. It has been asked, "What has Unesco done?" and, more rarely, "What sort of activity should Unesco undertake?" The achievements of Unesco, as some of its critics appear to anticipate with eager relish, are not yet very impressive. This does not mean that they are non-existent, for Dr. Julian Huxley in his last annual report as Director-General recites a long list of activities; but their value cannot seem substantial in the current context of international antagonisms. And what is worse in many eyes is Unesco's failure to arrest the attention of the man in the street.

To discredit Unesco on either of these two grounds would surely be premature. We are only at the threshold of knowledge about the treatment of tensions affecting international understanding. Nothing, moreover, would be more disastrous than for Unesco to neglect to build its own foundations while it tried instead to make an easy and impressive display. In this, Unesco is no different from the other specialized agencies of the United Nations, all of which have to map out their future activities while they deal at the same time with new problems of organization and of planning.

Does the public expect more of Unesco? It is to be hoped so, if only beause an attitude of critical expectancy must prove an encouraging stimulant. For it will be upon the promise of performance in the many years ahead rather than upon activities during the three which lie behind that a just appreciation of Unesco is to be formed.

Those who look askance at any form of novelty are always sure of a public and never more so than when the novelty may be made to appear expensive as well as exotic. The popular Press has on the whole shown restraint in exploiting Unesco in this way. Some attacks there of course have been, often on the ground of treating omne ignotum pro risible. Small wonder if the promotion of a concentrated attack on the whole range of scientific problems impeding the development of the vast resources latent in wet tropical forests wins scant sympathy when it is presented to the world as a proposal to establish "A Hylean Amazon Institute". And it remains to be seen whether derision from those enjoying an ample rainfall will greet Unesco's new inquiry, approved in Beirut, into the desirability of assisting the foundation of a new international institute to be dedicated to the human and scientific problems of the world's arid zones.

Serious criticism of Unesco's programme, of which there is far too little, is rarely accompanied, however, by positive suggestions of alternative plans which would better serve its purposes. The essential questions are rarely asked; yet the existence of the programme is an open challenge to artists, teachers, philosophers, scientists, writers and thinkers everywhere.

If the present programme is poor and inadequate, how should it be revised? For it is clear that the achievement of a deeper sense of intellectual and moral solidarity between the nations of the earth is a new and exacting task; that the difficulties latent in it are by no means sufficiently realized and that the need for constructive inventions in methods and machinery has hardly yet been sensed by the leaders, not to mention the rank and file, of any continent. It is unfortunately all too rare to encounter evidence of serious devotion to these questions. Yet they are far too important and too difficult to be left either to the few score men and women, their clerks and typists of the secretariat in Paris or to the delegations sent to the organization's general conferences, particularly after the recent decision in Beirut that the general conference will consider the programme at intervals of two years instead of annually.

Unesco must be regarded as an experimental laboratory in the great task of achieving human understanding. Its labours may serve as the prolegomena to all other schemes of international understanding. Its programme enables it to invite philosophers and social scientists and intellectual workers everywhere to cooperate and to examine together the presuppositions and the methods of action directed towards the union of men and minds. For those who assume that this task can be achieved merely by the more assiduous employment of traditional methods are but sleepy sentinels at Minerva's gate. There are fundamental problems such as that restated last year by the Lambeth Encyclical, whether increased knowledge of the human environment and a greater control of its resources will gradually but certainly ensure the perfection of the characters of men and of society. Clearly it must be among the first tasks of Unesco to avoid uncritical acceptance of a facile Rousseauism and to rethink its philosophical foundations.

PRESS REVIEW

Unesco Official Decries Press 'Scandal' Reports

DOCTOR WALTER H. C. LAVES, Deputy Director-General of Unesco, in a special statement to the press this month, described as "irresponsible" and "shocking", recent newspaper articles which have appeared in certain countries, based on an auditor's report of Unesco accounts in 1946.

The articles, published in British, United States, Australian, South African, Dutch, Norwegian and Swedish newspapers, were headlined "Unesco Accounts Scandal".

They were based on the audit carried out by Price, Waterhouse and Company, covering the accounts of the Unesco Preparatory Commission to the end of 1946.

Pointing out that Unesco itself had requested that the auditing report be made two years ago, Dr. Laves said : "I am shocked by the complete irresponsibility of those who presented a story like this at the present time as if had happened today, and the equal irresponsibility of those who published it in this form".

"The press stories", Dr. Laves added, "imply that the situation still prevails. The fact is three auditors reports by Price, Waterhouse and Company, since then, have given Unesco a completely clean bill of health".

"I make a direct appeal to the press of the world", Dr. Laves concluded, "to understand the seriousness of the problems before us in building the peace through the United Nations, and to make the utmost effort to check sources, be sure of the facts and to report them accurately".

UNESCO MAPS VAST PROGRAMME ON HUMAN RIGHTS

Members of Unesco's Executive Board during a session this month voted approval of programme to publicize U.N. Declaration of Human Rights and special order of priorities for Unesco's 1949 activities.

Radio, Press, Cinema To Be Used To Tell Story To World's Peoples

ONE of the jobs that Unesco is undertaking this year is the story of the Universal Declaration of Human Rights. This month, Unesco's Executive Board enthusiastically approved a programme, outlined by Dr. Torres Bodet, the Director-General, which it is hoped will bring home sharply and vividly to every youngster and grown-up the importance and especially the significance of the Declaration.

The story of the adoption of the Universal Declaration by the U.N. General Assembly in Paris last December 10 has already captured the imagination of many peoples all over the world. But what about the story behind the story, the story behind each of the 30 Rights which make up what has been called "the most important document of modern times"?

Working hand in hand with the U.N., Unesco will tackle this job of making the Declaration better known all around the globe. Special programmes designed to arouse the interest of all groups —highbrow and lowbrow, young and old—are to be organized through the use of radio, films, booklets and other methods.

For example, Unesco's Projects Division is already at work on a series of 12 broadcasts—being prepared by world celebrities—which will present dramatic events in the progressive establishment of Human Rights.

Zola and "Aeropagitica"

One series will tell of famous court trials, of Socrates, Galileo, Zola. Another will centre around the world's great Human Rights books, such as Milton's Aereopagitica and Harriet Beecher Stowe's Uncle Tom's Cabin. The new weekly radio programme, "Unesco World Review", will feature special talks on those Rights interesting to the public at the time.

There may be scoffers and sceptics, but there always are. Unesco will try to show that the enforcement of Human Rights has always been won by pressure of public opinion—the abolition of slavery is one example—and that it is therefore up to the public, by actively supporting the Universal Declaration, to obtain the full application of the principles proclaimed both in its Preambule and in its 30 Rights, where such application is still imperfect.

Ways by which teachers can interest school children in the Universal Declaration will be told in a Teachers' Handbook which Unesco is undertaking. The Handbook will also give a graphic, historical account of the rocky road that ultimately led to the successful application of each Right by different countries.

H.R. Teachers' Handbook

For the general public, Unesco will evamine the Right of on the most essential of the Rights describing the sacrifices nations have made before reaching the present-day notion of Human Rights.

For the cultured, although not specialized public, Unesco's Philosophy and Humanistic Studies Division will begin preparation of a series of 6 booklets. One will examine the Rigth of freedom of scientific research, another the Right to information; and a third the Right to participate in the cultural life of the community and to share in scientific progress.

Unesco will of course make special efforts to ensure full publicity by press, radio and cinema, of the anniversary of the Universal Declaration next December 10.

France, Ecuador Become First Nations To Adopt 'Human Rights Day'

ECUADOR and France have become the first two countries to announce plans for mobilizing their educational resources in order to make the Universal Declaration of Human Rights a reality in the conscience of every schoolchild.

The announcements were made in response to an appeal issued on December 31, 1948, by Dr. Torres Bodet, Director-General of Unesco to its Member States, calling on all nations to adopt December 10th as "Human Rights Day" and to aid Unesco and the United Nations in their combined efforts to publicize the Declaration of Human Rights, unanimously adopted by the U.N. General Assembly last year.

The first reply to Dr. Torres Bodet's appeal came from the Republic of Ecuador on January 25 in a note delivered on behalf of his government by Señor Jorge Carrera Andrade, Ecuadorian Minister in London.

The Ecuadorian reply, signed by Foreign Minister Nestali Ponce, enthusiastically supports Dr. Torres Bodet's suggestion to dedicate December 10th as "Human Rights Day". "Ecuador", the Ecuador Foreign Minister writes, "not only fervidly welcomes" this idea, but "is taking immediate steps to prepare the commemoration of Human Rights Day in all educational institutions of the Republic.

In addition, Dr. Torres Bodet was officially informed by the South American Republic that the Ecuadorian Ministry of Education is formulating plans for a broad series of publications, lectures and essay contests on the theme of the Universal Declaration of Human Rights.

The purpose of these plans, as set forth in M. Ponce's reply, is to ensure widespread knowledge of the text of the Declaration, along with "a study of its antecedents, and of its relation to principles established in the constitutions of democratic countries". Ecuadorian schoolchildren, said M. Ponce, will also be taught "what the Declaration foreshadows for the future of peoples" and the "intimate connection between the Rights of Man and the principles of Unesco".

French Rally to Appeal

ON February 3, Dr. Jaime Torres Bodet announced that the French Government had also rallied to his appeal.

The French reply came in the form of an official notification from this country's National Commission for Unesco which announced that the Declaration had already been distributed in all French lycées, colleges, and teacher training schools. Primary schools will also receive the text shortly.

All civics teachers in France will devote special lessons to an explanation of the Declaration of Human Rights, as one of the great steps made by man on the road to freedom.

In addition, the French National Commisison announced that a series of twelve radio programmes of the International University of the Air will be devoted to the Declaration on the National Network of the French radio system.

UNESCO SETS UP PRIORITY SYSTEM FOR 1949 WORK

AN order of priorities for Unesco's 1949 programme has been established by Dr. Torres Bodet, Director-General, and approved by the Organization's Executive Board which met in Paris this month.

The priority system has been applied to each of Unesco's projects in accordance with criteria proposed by Dr. Torres Bodet. The crucial test applied to any project is three-fold:

1) will it improve the standard of living of the ordinary people?

2) does it help the intellectual and professional leaders to serve the people?

3) will it show tangible results fairly quickly?

"These", Dr. Torres Bodet explained to the Executive Board meeting, "are the considerations which have led me to mark out, in the permanent programme adopted at Beirut, certain activities on which I suggest that we should concentrate our main energies in the coming months."

"I have a deep-rooted conviction", he added, "that Unesco must be a driving force, courageously dedicated to the service of peace and progress, or else no one would care whether it exists or not."

"However much sympathy and loyalty may be felt for the ideals it embodies", he went on, "we cannot ignore the fact that Unesco as an organization has not yet compelled sufficient recognition to be certain of its future. Many, not only among the general public, but also in intellectual and professional circles, feel that it has to prove itself—to prove... not the nobility of its aims but the efficacy of its methods."

Spiritual needs of moment

The concentration of Unesco's energies on certain priority activities would naturally entail a reduction in the resources devoted to the execution of other projects. "However", he continued, "I should like to make it clear that these resources will be maintained at a level adequate to ensure both the continuance of those basic activities that are essential for the efficient working of the Departments and the steady preparation of projects which are likely in due course to become of paramount importance."

"The list of priority activities", he went on, "must not therefore be regarded as exclusive or as an attempt to make an arbitrary reduction in the progremme voted by the General Conference. The priorities I propose to you leave this programme untouched, with its full scope and diversity. Their sole object is to bring out the relative importance or urgency of the different projects—so that our energies may be directed to the fulfilment of the tasks most suited to the spiritual needs of the moment."

Switzerland Joins Unesco

Switzerland is now officially a member of Unesco.

Following the signing by the Swiss Minister in London of the Constitution of Unesco and the simultaneous deposit of the instrument of acceptance of the Constitution by the Swiss Federal Council, this country became the 46th Member State of the Organization February 11.

AT FRENCH NATIONAL COMMISSION

Schuman, Bidault Welcome Torres Bodet

M. ROBERT SCHUMAN, French Foreign Minister, M. Georges Bidault, head of the French delegation to Unesco's Beirut Conference, and M. Yvon Delbos, Minister of Education, were among the distinguished personalities present at the first 1949 meeting of the French National Commission for Unesco, which officially welcomed Dr. Torres Bodet on January 22.

Meeting in the historic Salon de l'Horloge, at the Foreign Ministry in Paris, Commission members heard the French delegates outline the results achieved at the Unesco General Conference in Beirut last December.

Re-affirming that the French Government and the French people were prepared to give Unesco full support during the present year, M. Schuman said: "France will never belittle the importance of the task assigned to Unesco. It is an organization responsible for the future peace of the world for which it is now laying the spiritual foundations."

In his address before the French National Commission, Dr. Torres Bodet drew an analogy between present day civilization and the famous painting of Géricault, "The Raft of the Medusa." In this painting, two figures stand out: one a youth signalling frantically into emptiness, towards a point on the horizon from which help may come. The other, a man seated with his back to the possible rescue ship, is lost in meditation as he supports the dead body of a young man.

"I call this scene to your minds," Unesco's Director-General said, "because it seems to me that our civilization resembles the Raft of the Medusa. Raging seas surround it and storm clouds loom above. In each of us there is a man who thinks and another who hopes, a man who signals to the future and another who seeks in the wake the reasons for what has occurred.'

Since the last two wars and especially since the more recent one, Dr. Torres Bodet declared, the world had witnessed a complete distortion of values, a dangerous spiritual confusion.

Torn Up Treaties

"Force usurped the place of law, and cruelty the place of courage," he said. "Servility became tragically confused with discipline, and anarchy with freedom. The scientist was rewarded not for the lives which his discoveries saved, but for the cities which they destroyed. Statesmen were praised not for the agreements they honoured but for the treaties they tore up. Writers were honoured not for the virtues they inspired but for their efforts to still our latent curiosity."

(Continued on page 11.)

M. Robert Schuman, French Foreign Minister addressing the French National Commission for Unesco on January 22. Georges Bidault turns an attentive ear

Huxley Becomes Unesco Adviser

Dr. Julian Huxley, whose term of office as director-general of Unesco ended last December, has accepted the invitation of the British Minister of Education to become a member of the United Kingdom Committee which advises him on general policy concerning British participation in Unesco.

A MANIFESTO

Of The International Music Fund

WE publish below the partial text of the Manifesto recently issued by the International Music Fund, set up by the American Section of the International Society of Contemporary Music (ISCM) to aid composers and composers' societies in Europe.

THE International Music Fund has come into existence as an Act of Faith on the part of America's composers, artists and educators—faith in the regenerative powers of creative thought, and the exchange of creative thought, and faith in their own ability to form, in an epoch teeming with materialist implications, an organization that could rise above all ideological and spatial frontiers, and demonstrate in terms of action the enduring validity and urgent priority claims of the things of the spirit.

As in Europe, here too in America, the creative artist feels himself to be working in a spiritual wilderness, for the darkness is a world-wide darkness—a flood-tide of materialism, prejudice and suspicion that threatens to engulf all other values.

Much has been written and said of the urgent necessity for a physical and material rehabilitation in war-shattered areas of Europe; little is heard of the spiritual exhaustion, the psychic devastation, the despair that is attendant upon these conditions—a spiritual chaos that has undermined the dignity and serenity of artists and thinkers everywhere.

A 'Still Small Voice'

It is in answer to this "still small voice' that the International Music Fund speaks forth, an answer to that precious minority of creative people who always did, always will place the eternal values of the mind, heart and spirit before the transient ones of the body, and to whom assistance that is designed to enable them to formulate and bring forth a renaissance of their own creativity, will be hailed as the greatest service that in this country can render them.

How Fund Will Work

SUCH people as the Fund will seek to discover and assist, will not misconstrue its intention, will not mistake fellowship and goodwill for a gesture of charitable philanthropy, but will read in every ideal and rule set forth for the Fund's guidance a deep desire on the part of some individuals to re-distribute more evenly such wealth of the world as is the prerequisite for the liberating of creative minds for their destined work in that world's service.

The organizers of the Fund have accordingly gone to work to inaugurate a nation-wide series of Benefit Concerts and other musical activities to raise a budget that will be collected through the U.S. Section of the ISCM, (International Society of Contemporary Music), and distributed to European composers and composers' organizations through the Paris office of Unesco.

A committee has been set up in New York, and a group of European Regional Advisers are being appointed, to recommend, and make applications through the Paris Unesco headquarters, which, after due consultation with the N.Y. Committee, will allot the funds raised.

Dr. Carleton Sprague Smith, Chairman of the American Committee of the International Music Fund

The sponsors of the Fund will not seek to interfere with, or dictate the allocation of the money, but rather—will endeavour to assist such activities or projects as are already in existence, or under way.

Many types of application will be considered. It will be the desire of the Fund to facilitate wherever possible the movement and circulation of composers, and of their work from one country to another; to supplement the budgets of organizations wishing to perform or commission works by living composers; to undertake the copying of parts or the duplication of scores; ultimately it is hoped that exchange of scholarships may be arranged, so that it will be possible for the Regional Advisers to make application for such scholarships enabling European composers and student composers to visit the United States.

Koussevitsky Pledges Support

DR. KOUSSEVITZKY, as Honorary President of the U.S. Section of the ISCM, has pledged his full support and has promised his assistance in every way, and he himself conducted the Inaugural Benefit Concert with the Boston Symphony Orchestra at Tanglewood on 3 August 1948, when a group of speakers representing the arts and letters spoke for the cause, and where Mr. Archibald MacLeish was present in both the capacities of Master of Ceremonies and as U.S. representative for Unesco.

On that occasion, Mr. George V. Allen of the State Department wrote "that private groups take the lead in such efforts is highly desirable. The most effective means for establishing lasting international ties among peoples is found in privately initiated activities. It is of paramount importance that international co-operation be developed and expanded in every way possible. The American Section of the International Society for Contemporary Music with Dr. Serge Koussevitzky at its head is working in a field of great significance."

Speaking at the opening of the Berkshire Summer School at Tanglewood last year, Dr. Koussevitzky expressed similar concepts in his own inimitable way: "The physicist calls it the atomic age," he said. "The mystic sees in it the approach of apocalyptic times; it is surprising to note how little faith is shown by present-day leaders of humanity in the creative and regenerative capacity of cultural and spiritual values.

"We read of millions of dollars being assigned for the vast European Recovery Programme, but all is for physical needs—none for the relief of the spiritual vacuum and cultural hunger of a sick mankind. Man has indeed lost himself in the conflict with life; he is demoralized, and stands on the verge of spiritual failure."

The American musicians who join forces to create this Fund, work not with any sense of patronage for their superior strength on a material plane, nor from a sense of inadequacy and inferiority in the creative field. For "In the field of Art," wrote Romain Rolland to Carleton Sprague Smith in 1939, "there should not be any rivalry between the Nations. The only combat worthy of us is that waged in every country, at every hour, between culture and ignorance, between light and chaos. Let us save all the light that can be saved; there is none more refulgent than music. It is the sum of the inner universe."

Lin Yutang and Correa de Azevedo, of Unesco, discuss work of Music Council with Harrison Kerr of U.S. Composers' Alliance, Mr. C. Seegher and Mr. C. Sprague Smith.

UNESCO PREPARING CHOPIN RECORD CATALOGUE

To commemorate the centenary of Chopin's death this year, Unesco is preparing a special catalogue listing all recordings of the composer's works which have been made throughout the world. A similar catalogue devoted to Beethoven is also being made and both should be ready about the middle of the year.

This work is part of Unesco's project to prepare a world catalogue of recorded music, which is to cover classical Western music, classical Oriental music, and folk music.

A Central Index of Western Classical Music Recordings is already being built up at Unesco House in Paris and, when complete, will list about 200,000 titles of recorded music, starting with the first cylindrical records. As new recordings are made, the Index will be kept up to date.

Dr. Torres Bodet greets Paul Marie Masson, noted French musicologist at opening of Paris conference which set up World Music Council

Musicologists Create World Council

A group of eminent American and European composers, conductors and musicologists, meeting in Paris last month under the auspices of Unesco, has brought into being an international organization which is expected to be of immense benefit to the world of music.

After approving the steps to be taken for establishing an International Council of Music, **the conference elected a seven-member Preparatory Commission with Professor Roland Manuel of the French** National Conservatory as president. The Commission's task will be to convoke, later this year or early in 1950, the first General Assembly of the new International Council.

The Music Council, which represents the final step in preparations under way since 1947 for the creation of the organization, will serve as a liaison agency for national and international music organizations throughout the world. It will help to organize international or regional music festivals and congresses, to encourage international contacts among musicians and composers, and to facilitate the distribution and performance of musical compositions. It will also study and report on proposals for the improvement of musical techniques.

Unesco will also ask the Council to aid in instituting a "Unesco Prize", to be awarded for the best musical works published each year, and in bringing about the adoption of a universeal standard of pitch.

In addition to paving the way for the future work of the Council, the Preparatory Commission will consider the possibility of acting as an advisory body to Unesco in the distribution of grants-in-aid offered to European composers and compesers societies by the International Music Fund.

The Fund was established last July by the American section of the International Society for Contemporary Music, in order to encourage musical creation in Europe. Shortly after the Fund's foundation, Unesco was asked to give advice as to how it should be allocated.

The Preparatory Commission is at present studying the distribution of the sums placed at the disposal of Unesco by the International Fund.

The first project to be realized will be the recording of music of contemporary composers. Unesco will get in touch with the phonographic industry, and the International Music Fund will subsidize these recordings. The first compositions selected for recordings are woorks by Luigi Dallapiccola (Italy), Anton von Webern (Austria) and Maurice Delage (France).

Marcel Cuvelier, director of the Brussels Philharmonic Society and general secretary of the International Federation of Musical Youth, was elected vice-chairman of the Preparatory Commission.

Others members of the Commission are the Swiss composer Arthur Honegger; Edward Clark, British orchestra leader and president of the International Society for Contemporary Music; Miss Maud Karpeles, secretary of the International Folk Music Council; Paul Marie Masson, professor at the Sorbonne and vice-president of the International Society for Musical Research; and Charles Seeger, chief of the Division of Music and Visual Arts of the Organization of American States.

Theatre Bulletin Lists World Plays

THE International Theatre Institute (ITI), formed last year with the assistance and under the sponsorship of Unesco, has recently published the first number of a monthly *Bulletin*, which provides a forum for countries to make known their current theatrical productions and activities.

Printed in English and French, the first *Bulletin* contains detailed information on current plays, operas and ballet performances which have been supplied by National Centres of the ITI in Belgium, France, Poland, the U.S.A. and the U.K. as well as representative theatre sources in Egypt, Hungary, Netherlands, Roumania and the Union of South Africa, where National Centres are not yet established.

In addition to the title and the name and address of the author or composer, the *Bulletin* provides a brief resume of each play, lists of actors, directors, scene designers, costumiers and critical appraisals from newspapers

THESE ARE CHILDREN OF EUROPE

DISMAL SERENADE

Millions of children of post-war Europe, all accidental veterans of the last war, today roam the alleys, streets and cities. Abandoned, unloved, untaught and often crippled, they are starved in many ways... But they reach for life, and if they cannot do it the right way they do it the wrong way.

Like a house whose walls stand straight and upright with the sun above it, the living channel has to be forged out of the past which still gapes and thrusts its sad reminders at them as they go by... Can the world, like the café habitués, coldly ignore these children's plight?

'SOMEWHER

A Photographer Highlights T

THROUGH THE EYE OF THE CAMERA

Of Post-War

The guns did not curve around school buildings to reach enemy targets. Amidst the ruins of Favoriten, a workers' district in Vienna, shoeless boys (Right) play on what was once a battlefield.

* * *

But the schools are coming back. They are the first new buildings one sees in war-devastated Europe. Above, construction of a new school in a Hungarian village. Eagerly young boy and girl lend helping hand.

* * *

Below, Polish girl in science classroom uses Bunsen burner, ingeniously made from ink bottle, to heat chemistry retort built out of old electric bulb.

IN the summer of 1948 Mr. David Seymour, a distinguished United States photographer, undertook for Unesco an extensive photographic documentation of the needs and problems of Europe's children, with special reference to the activities of the various U.N. agencies engaged in helping to solve these problems.

Mr. Seymour has recently returned to Paris after completing six months in five of Europe's war devastated countries.

The result of this mission is an impressive collection of over 5,000 pictures, some of which have already been or are soon to be published by LIFE, ILLUSTRATED, SIE UND ER, FRANCE-ILLUSTRATION, and other leading magazines in various countries.

Asked to give his first—hand impressions of this trip, Mr. Seymour told the following story:

Eyes And Camera Open To The Faces Of Children

"AS a photographer, I don't know much about words. I speak the language of pictures. I look around and I try to record what I see. In the last six months I saw plenty. I went to Poland, Hungary, Greece, Italy and Austria with my eyes and my camera open to the faces of children.

"Here is my key picture to the whole series: A bunch of kids who in the midst of the ruins of their bombed-out cities are playing with bricks. They are building a miniature house for their games: they marked out two doors, and on the doors they put up two signs: one says "Kindergaten, Age 3 to 6'—the other "Doctor's Office".

"Here is your answer—direct from the children themselves. They want a school to replace the missing warmth of their tost homes—a place to play as well as a place to learn. They want a doctor to protect and build up their frail health. All over the five countries I saw this one story: the terrible need and the great challenge. Youngsters sitting on steps of bombed-out naked stairways of their houses. Through the smashed staircases you could see the sky—the sky that is the limit for the help they need.

"I also saw the beginnings, the wonderful beginnings of this help. In Poland, amidst the desert of the Warsaw ghetto, I saw the oasis of the garden school for handicapped and backward children—orphans, kids born in concentration camps, war-scarred victims of all sorts. Specially trained teachers are returning these youngsters to normal life by making them do productive work of the simplest, yet most convincing kind: by making them experience that things can live again, by making them watch their own garden growing and blossoming and bearing fruits.

The road through the juvenile court into the reformato 9-year old Napolitan stands before a tribunal on a charge. Right, a 13-year old Viennese boy gazes through his juvenile prison cell.

RE IN EUROPE'

The Drama
r Youngsters

"IN the rubble of Monte Cassino, I saw Italian boys playing with empty shells. I saw little girls selling black market cigarettes and soap in the streets of Naples. But I also saw, and this is the contrast I want to stress, I saw the Villagio del Fanciullo—a children's community with adequate medical, educational and recreational facilities.

Old Electric Bulbs And Corned Beef Cans

"In Greece, I saw soldiers camping in a forest amidst scattered benches of an evacuated school. I also saw, against the background of the Acropolis in Athens, Danish nurses and doctors vaccinating Greek children against tuberculosis. This is being carried out as a joint project of two United Nations Agencies, the Children's Emergency Fund and the World Health Organization. Together with the Danish Red Cross and the local governments, these agencies aim at treating, in the next five years, fifty million children the world over. I saw fifty doctor-nurse teams operating in Poland and Hungary with a record of close to three million children already tested and treated in these two countries alone.

"Wherever I went, in any of the five countries, the first new buildings I saw, white and cheerful amidst the desolation of war-blinded cities, were schools. Everywhere I saw overworked teachers fighting with enthusiasm and resource against shortages of school supplies—making old electric bulbs into chemistry retorts, corned beef cans into calorimeters, or building optical instruments with raw macaroni.

"Wherever I went, I saw children playing out their dreams of a full and peaceful life amidst the ruins of their parents' world. Wherever I went, I saw the efforts of UNICEF to give them milk—so they could sleep better

In fact, the work of the international and national relief organizations has shown real, positive results. Today, the most immediate problems, the physical needs of food and shelter, are steadily improving because of the rapid strides being made in Enrope's material reconstruction.

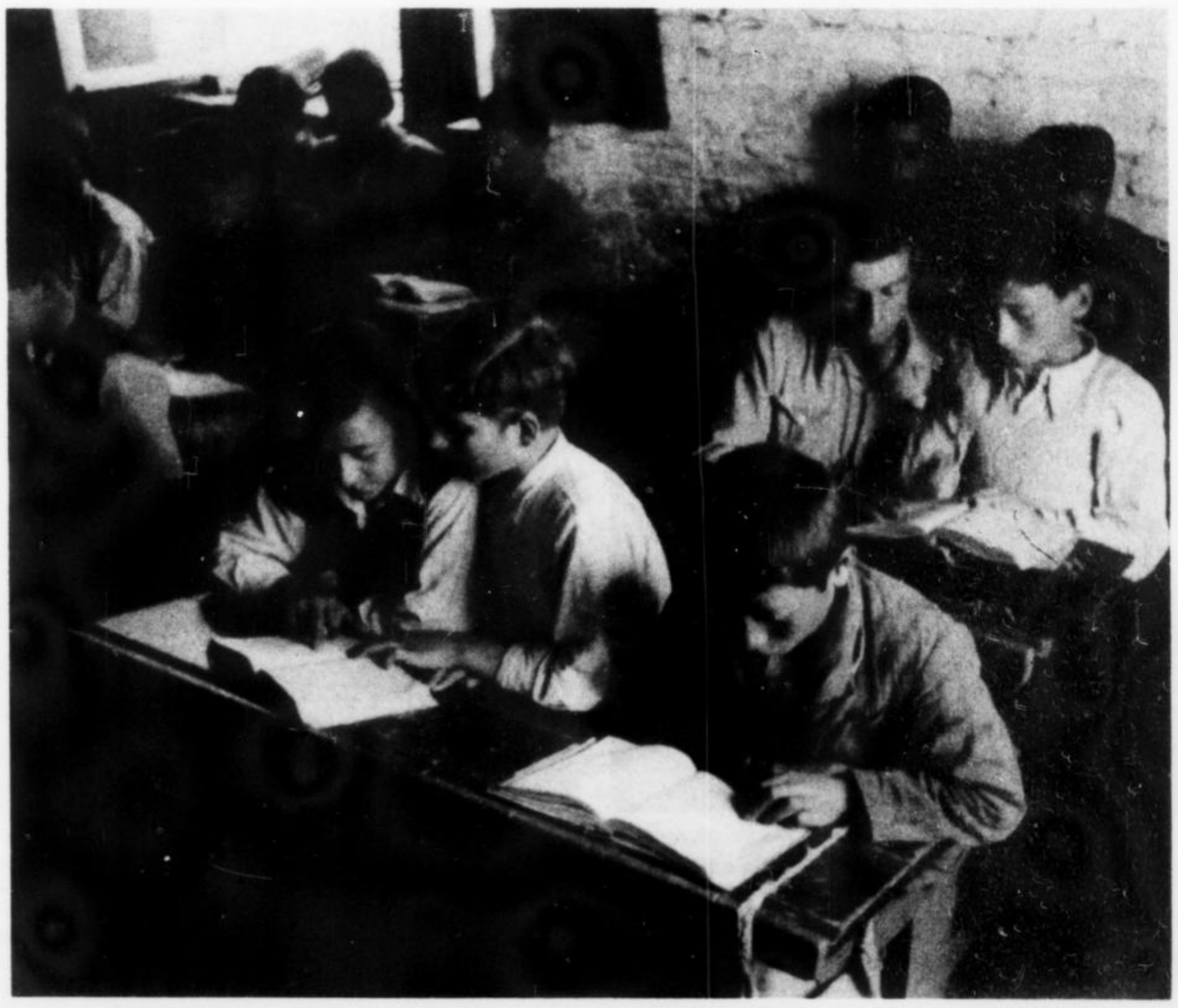
But the other problem—the great problem educational help, the psychological rehabilitation and re-education of Europe's children—presents a greater challenge than ever before.

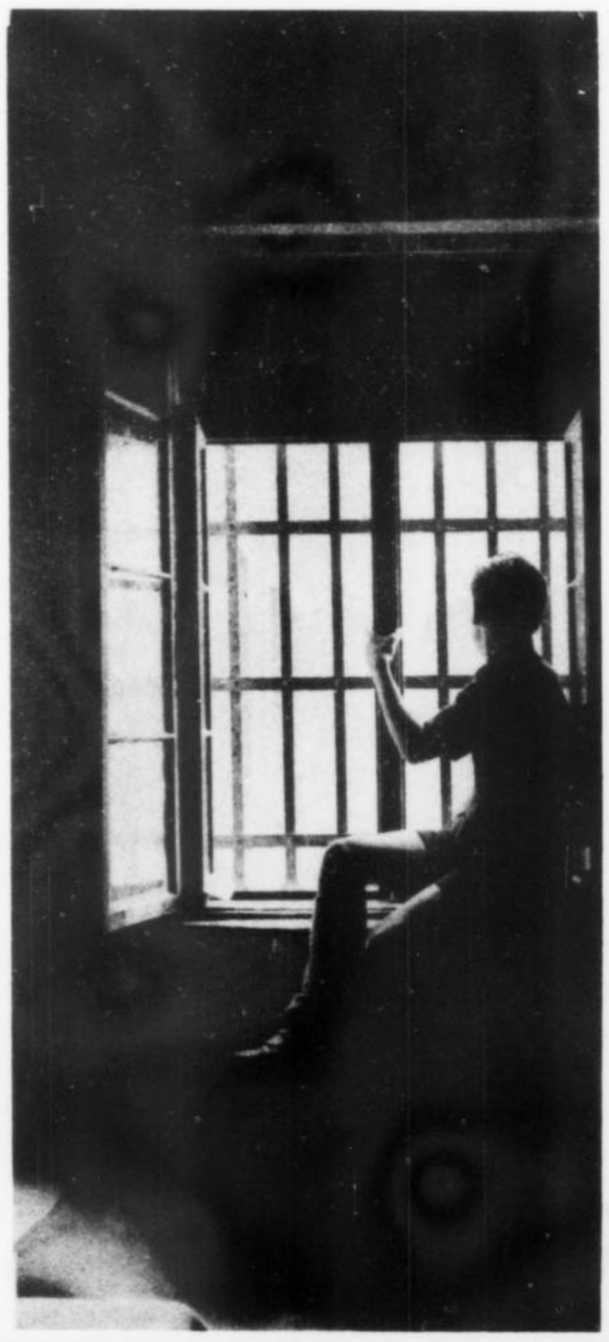
And here, I think, Unesco has an important and decisive role to play in co-ordinating the efforts of different countries the world over, organizing the interchange of different experiences, working out psychological treatments and other appropriate methods of healing the wounds of the abandoned, delinquent and backward children of Europe.

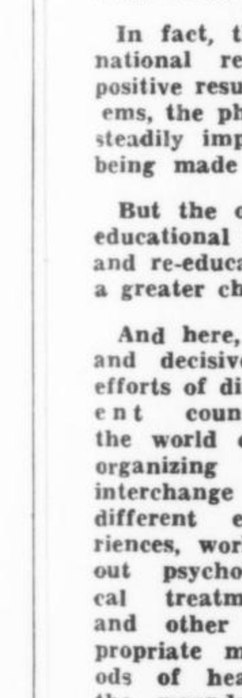
Italian boy (above), blind and armless after a hand grenade explosion in last days of battle for Rome, reads Braille with his lips

* * *

Classroom (below) of this tiny school in village of Dioanata, Greece, is so overcrowded that 3 children must share one desk. Because of schoolbook shortage, children must also share textbooks







reformatory. Above, a al on a delinquency s through the bars of

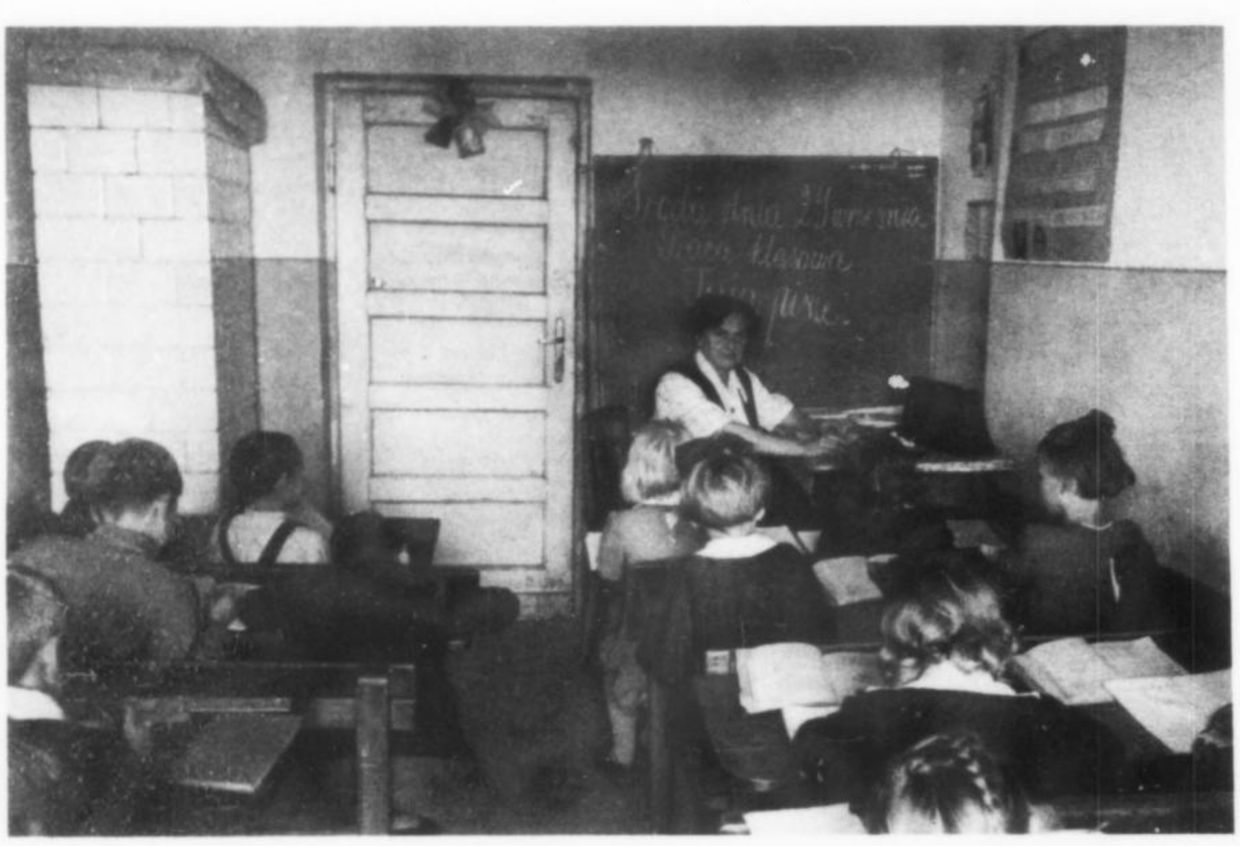
THE CHILD is entitled to special care and assistance (Art. 25) and has the right to education (Art. 26), to social security and the full development of its personality through national effort and international co-operation (Art. 22).

UNIVERSAL DECLARATION OF HUMAN RIGHTS.

Above, a little Polish lad at the vaccination centre near Garwolin cries as Danish Red Cross vaccinates him against tuberculosis; the anticipation, though, is much worse than the ordeal.

✦ ✦ ✦

Below, energetic young trumpeter puffs away contentedly during Sunday concert in Children's Town of Bartoszyce, Poland.



The crowded small classroom set up in an apartment house in Warsaw (shown above), is typical of thousands of others in war-devastated Europe. Chalked legend on the blackboard reads: "Wednesday, September 29. Schooi work—Tatio writes."

For the task of educating this generation of children, Europe must recruit its teachers out of the ranks of those who have endured the common experience of war and the fight for freedcm. The task demands of them new horizons of patience and resourcefulness.

✦ ✦ ✦

The relation of adult and child, of teacher and pupil is difficult everywhere. But in the war devastated countries of Europe it is more difficult. For the children of Europe have, as it were, hidden themselves behind what they remember... They must now be coaxed out from behind the façade of agression, of timidity. In the new schools being made over in Europe (See cut of model kindergarten in Vienna, on right) the old rigidity is being abandoned to guide the child, to nourish his personal pattern of growth ➡ ➡ ➡

Dressed in her finest Sunday sailor-suit, this little girl, (above, left) is seriously engaged in picking out an enchanting children's book in a recently rebuilt and re-stocked Warsaw library. The memory of terror and the fact of ruin must be altered within the child so that they do not dominate her view of life.

Should not the sad faced young boy shown above, right, also be holding a book in his hands instead of being thrust, so quickly, into the confusion of a "Modern Times" factory ?

Teen-Age 'Républicains' Plug For World Federation

NEXT August a group of about fifty war orphans — lucky cousins of the Sciuscia boys — will be the guests of the Republic of Torchok.

That means that the population of the "Republic" will suddenly be doubled!

For the citizens of Torchok themselves number around fifty — fifty youngsters aged fifteen and under — who served a glorious apprenticeship with the Maquis of the Vercors and whose "Republic" is located within a small private estate of Moulin-Vieux, near Lavaldens, in the department of Isère, France.

Thought out by the children themselves, this project of an "international get-together" was put before the Executive Committee of the International Federation of Children's Communities (I.F.C.C.) by a well-known French educator, M. Henri Julien, who represents the "Republic" on the Committee.

At a recent meeting at Unesco House in Paris, the Committee decided to help the Torchok children to put their plan into effect.

For one month this summer a Holiday Camp at Moulin-Vieux will bring together fifty war orphans, between the ages of 10 and 16. They will come as "delegates" of their comrades from children's communities in Belgium, France, Hungary, Italy and Switzerland.

These communities, which have sprung up with the war all over Europe, have a very strong feeling of solidarity.

The children correspond with each other and exchange their publications, for they even put out their own little editions. Last autumn, for example, Tato, Dédée, Denisio, Six-Sous and André (or was it Janine, Trompette, Mitsou, Framboise and Vitamine?) published a special issue of the Torchok newspaper, written specially for the Children's Republic of Hajduhadhaza in Hungary. (See cut below.)

To strengthen the ties between the communities and at the same time to interest public opinion in the social rehabilitation of the war's most pitiful victims, Unesco, with the help of numerous educators, sponsored the establishment of the International Federation of Children's Communities last July.

Between now and August Unesco will make every effort to obtain the necessary visas for the "delegates". And, just as it did for the Work Camp volunteers, Unesco will also try to secure railway reductions for the Torchok guests (1).

* * *

ALONG with the Moulin-Vieux project, the Executive Committee of the I.F.C.C. approved a second plan, for the establishment of a "Unesco Centre" at Trogen. In this delightful corner of Switzerland, home of the famous Pestalozzi Children's Village, the "Unesco Centre" will in a way be the Alma Mater of the children's communities of the different countries.

In particular, it will meet two needs which are becoming more and more acute:

The orphans who found refuge in the communities during and after the war are growing up and this is creating new problems. They need leaders who must be trained, and trades which have to be learned. The future "Unesco Centre" in Trogen will institute special courses for these young war victims — of six months to a year's duration — to train campleaders and international working teams specialized in reconstruction work.

Thanks to the generosity of Canadian and American societies, the Committee of the I.F.C.C. hopes to be able to start building the Centre this year.

The I. F. C. C. also hopes this year to begin publishing two periodical. The first, a scientific review for community directors, will publish reports on the latest educational experiments being carried on in each community. The second periodical will be a truly international newspaper for children, edited by and for the children themselves.

All these problems will come up for discussion at the Plenary Session of the I.F.C.C. next July, when the Conference organized by Unesco will bring together forty directors of children's communities. It will be held in Belgium at the "Children's City" directed by M. R. de Cooman.

* * *

BACK at Torchok, the meeting of the I.F.C.C. has already been discussed by the Citizens' Assembly, as the following extract from a report of its proceedings published in the Republic's newspaper shows:

MARGOT. — You know, this summer Unesco is going to invite about forty GROWN-UPS who know all about our Children's Republics and our New Education.

DENIS. — Hey! Papa Torchok [Monsieur Julien] **was invited to go there, because he's a specialist. Suppose we got him to tell the Congress all about our ideas, so we can have a meeting too, with delegates from all the Children's Republics, and swap ideas.**

TATO. — No, that's not enough. Let's go much further than that. Why not set up a World Federation of Children's Republics?

For that is the Torchok spirit! And perhaps too, the proof that there is no better tonic for children than work and responsibilities.

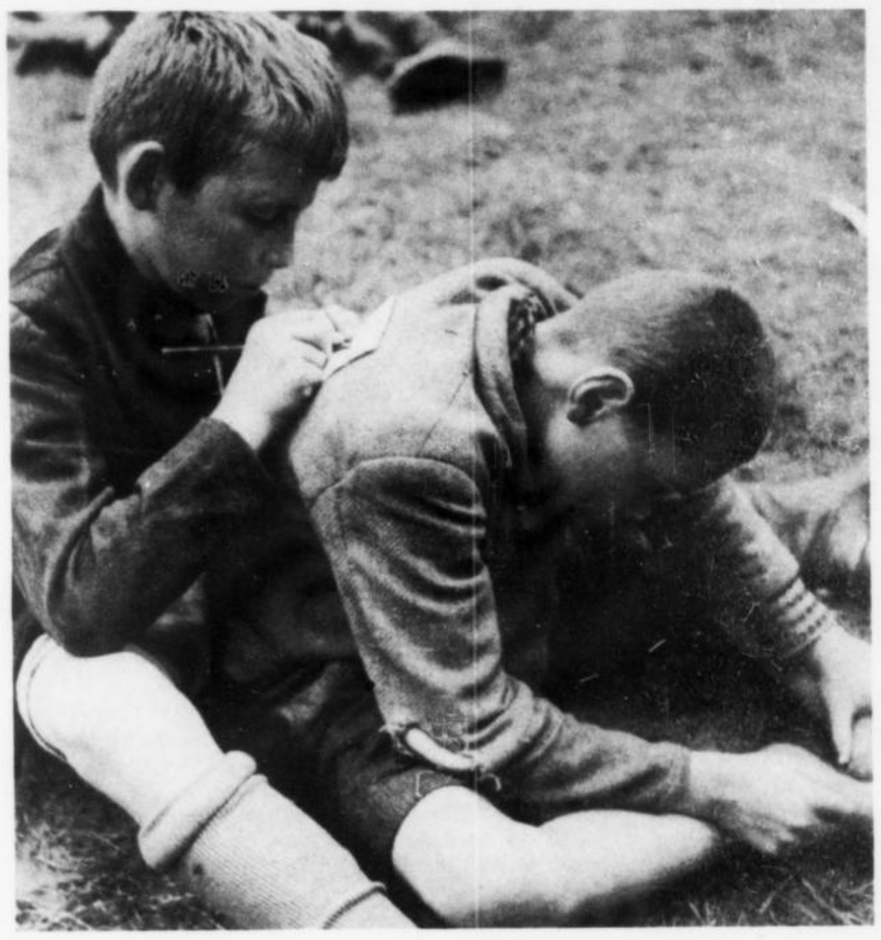
In 1937, before becoming the Capitol of the Republic, the home of Henri and Henriette Julien was a haven for Spanish children driven from their homes by the Civil War. Later, French and other refugee children came under the care of "Papa" and "Mama" Torchok, as the children call them.

That was in 1940. If the Community had had to choose a name at that time, no doubt it would have called itself the Ahasuerus Republic. It was hunted from place to place by the Germans, right into the French Maquis. Once, the Republic was forced by flood to flee from a spot by the river where it has pitched its tents. It had to shift its locale several times before finally settling at Moulin-Vieux.

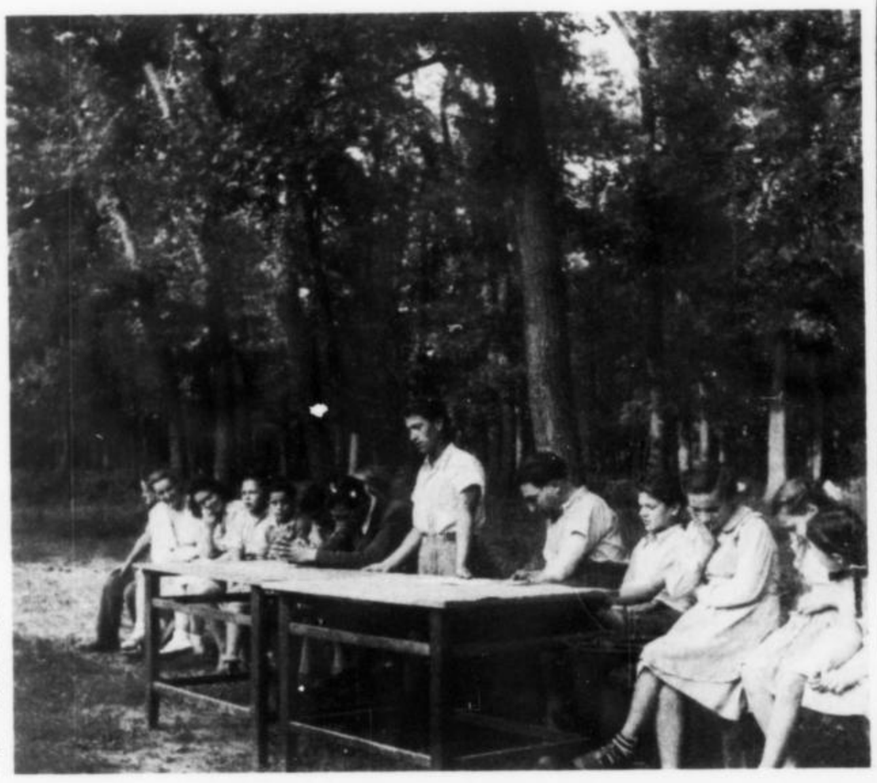
(Continued on Page 11)

(1) Gifts of money for the "Unesco Reconstruction Fund", addressed to 19, avenue Kléber, Paris and marked: "For the Moulin-Vieux Camp", will be forwarded to the I.F.C.C. to help pay the expenses of the Torchok project.

Gifts in kind may be sent to the I.F.C.C., Pestalozzidorf, Switzerland.



It is never too early to learn the lesson of self-government. Above, a "citizen" of the teenage Hajduhadhaza Republic, in Hungary, votes with determination on a friend's back. Below, the newly elected President addresses his council, in a clearing of the Republic's forested territory.



Cover of review published by Torchok children.

What Is Being Done To Heal The Wounds?

THE article printed below is the partial text of a broadcast made from Unesco House last month by Mr. W.D. Pile, Secretary of the United Kingdom National Unesco Commission, after attending a meeting of National Reconstruction Experts on January 3 and 4:

"I am talking from a room in Unesco House, in Paris; a tall, ungainly building in the Avenue Kléber, where the peace talks in 1919 took place, and where German H.Q. was situated in the second world war.

For two days, a committee has been sitting in one of the mirror-panelled rooms at the end of one of the interminable corridors. I am sitting here quite alone, packing my dispatch case. The Committee is over. The Committee of Experts on Educational, Scientific and Cultural Reconstruction is over. The other delegates have gone.

Probably by now some huge four-motored Constellation, sleek and fat as a plump Scotch salmon, is carrying my American colleagues back to the United States. In an hour's time the Canadians will be on their way home across the Atlantic. I too will be leaving at dawn tomorrow for London.

As I put the files and papers away into my bag, I keep asking myself "What have I been doing? What has all this been about? Reconstruction? Educational, Scientific and Cultural Reconstruction? What does it mean?"

In going through one of the Committee's documents, I read that in China a school teacher, if he wants to send an airmail letter to Europe, must spend his whole month's salary to buy the necessary stamp. Behind this stark ridiculous fact lies a whole history of Chinese education today; war and education; inflation and education; disaster and education.

WHAT this Committee tried to do for two days was to discover ways and methods of rehabilitating education, science and culture in the distressed and war-devastated areas of the world.

It is not worth trying to calculate the damage to educational, scientific and cultural institutions and services which resulted from the war. The figures and facts are meaningless

◆ **BURMA: and I saw this myself during the war—all that was left of the anatomy schools in Rangoon Medical College were the dissecting tables—and they only because they were made of stone and could not be carried away by the Japanese.**

◆ **POLAND: 43 % of her cultural resources, 60 % of her educational services wiped out. The cost—if you care to put a price to human civilisation — seven hundred and fifty thousand million pounds. It is not worth going on. The figures numb one's awareness.**

AND yet this Committee has been trying to face up to this problem.

The Reconstruction Department has only about £125,000 out of this to spend in 1949; it hires from this sum a staff of about 20 people, and it is allowed to use only about £45,000 on direct purchase of supplies and aid. It has bought, packed and distributed 50 scientific workshops, 74 microscopes, 80 balances, 100 test meters; 394 radio 268 gramophones.

It has bought other things. It has distributed over 2,000 sets of scientific periodicals, over 55,000 miscellaneous publications, 300 sets of the Encyclopaedia Britannica, 48 microfilm readers.

I closed my bag and looked round for my coat. Yes, 225 fellowships, 55,000 miscellaneous publications, 74 microscopes on the credit side and there, on the debit side, figures taken at random, 50,000 books lost at Louvain in Belgium, 580 microscopes smashed in Belgrade, 750,000 million pounds' worth of damage in Poland.

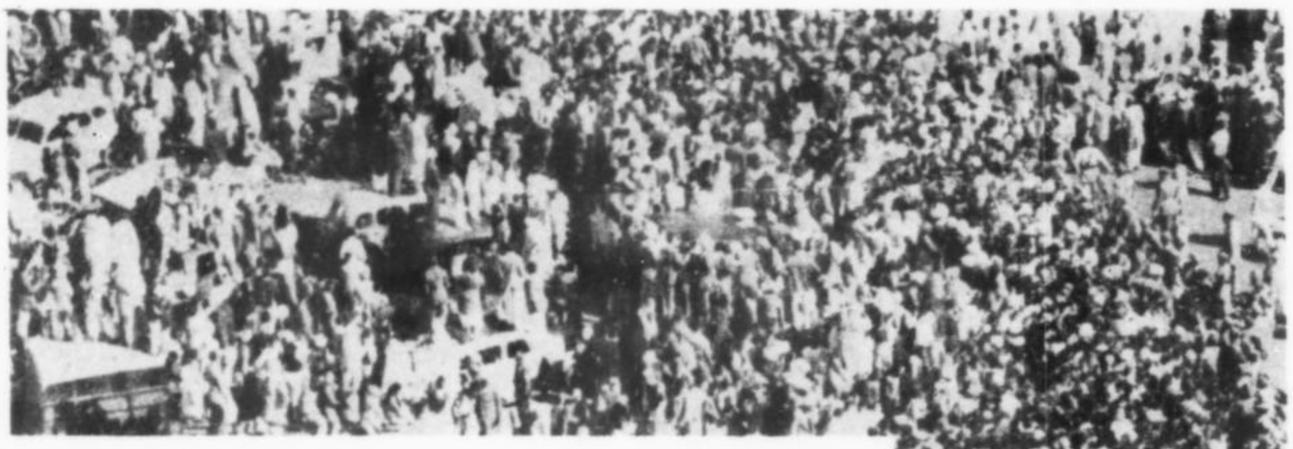
But I remembered that the aid which I have mentioned was only what the Headquarters of Unesco could give, from its limited budget. Unesco is not and was never meant to be a relief agency. No, its real task has always been recognized to be that of stimulating and coordinating the national efforts of its Member States to meet the reconstruction needs of the war-devastated countries. There, national efforts have been remarkable.

Six countries, for instance, in 1948, together produced over half a million pounds. The Canadian Council for Reconstruction through Unesco collected about half of this, some two hundred and fifty thousand pounds. Australia has produced £90,000 of which a third wil be used to provide educational equipment and the remainder to endow 22 fellowships. New Zealand has found £1,500 for fellowships. Norway and Belgium together over £100,000. And the United Kingdom, as the result of the 10 % given to Unesco from the proceeds of the Lord Mayor of London's United Nation's Appeal for Children, has contributed about £70,000.

THEN there is quite apart from the aid given as the result of joint operations by Unesco and its Member States, the almost incalculable volume of asistance which voluntary societies in nearly every country in the world are sending to the devastated countries. The Council for International Educational Reconstruction in the U.S. has during 1947 and 1948 collected and spent nearly two hundred million dollars.

The Committee looked at three major quarters of an emergency character. The first, how to raise funds in 1949. In 1948 many countries launched campaigns for funds under the United Nations Appeal for Children. This Appeal was directed to the physical and mental needs of children—food and education. In 1949, however, the United Nations are planning a campaign which will be directed exclusively towards the physical needs of children. This Appeal will be launched by the U.N. International Children's Emergency Fund. The problem therefore is how an appeal for funds, for help, for educational reconstruction, can be launched. In fact it is a problem of co-ordinating two world-wide appeals to voluntary agencies.

(Continued on Page 11)



INDIAN DEMOGRAPHER Looks At World Population Problems

ABOUT twenty million people are being added every year to the world population. In 1940 the total world population was estimated at 2.170 millions—probably, an underestimate as it includes some 'guestimates' for certain regions for which we have no reliable census data. Even during the second world war the population had continued to increase. Today this increase is being maintained despite minor wars, regional epidemics and widespread under-nutrition, if not starvation. By 1950 the total world population will exceed 2,400 million if the present trends of fertility and mortality continue.

The fact that there are two and a quarter billion people to-

By
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Annamalai University,
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Author of "India's Population—Fact and Policy", "Asian Migrations", "Census and Statistics in India" and other works on economics and demography.

day or that there will be three billion at some near future date need not be a problem if all these people can be assured of irreductible minimum requirements and decent human existence in terms of food, clothing, shelter, education and leisure. But a great majority of the world's population are today denied these necessities. And there seems to be no prospect that they will have these necessities if the present population continues to grow outstripping our means of production.

OF course this is a controversial problem and a discussion of population problems often produces more heat than light because of the clash of various economic, religious and political ideologies.

All recent discussion of this problem can be summarized as belonging to three schools of thought. The first school maintains that our natural resources are not only not increasing with the growth of human population but what is worse they are actually dwindling on a global scale, resulting as it were, in a double crisis. As the world population continues to increase there will be less and less for everybody of goods and services and the only road to survival is through a drastic reduction in the birth rate.

THE second school maintains that the world demographic problem is not one of increasing population and dwindling resources but one of global under production and mal-distribution. They maintain that the world's total production of food, fibre and feed can be doubled and even trebled once a world-wide marriage between modern science and agriculture and food production is effected.

So then the core of the problem is not lack of food but one of want of a heart and one of proper distribution. The world to them is the familiar old picture of poverty in the midst of plenty. You may call this school socialistic, communistic or catholic or what you will but they vigourously maintain that a considerable segment of the world is underfed, underclothed and underhoused because of our defective economic and political patterns.

The third school brushes all this discussion away as naive on the ground that we don't have enough knowledge one way or the other to reach a definite conclusion. They contend that we know yet little of the potentialities of man or the future possibilities of science to warrant an optimistic or a pessimistic conclusion. They say that tomorrow the Sahara desert may be made into a smiling wheatfield and the Arctic may be thawed into a tropical paradise. Or on the other hand there may be a huge cataclysm and man may commit collective suicide.

"Tomorrow morning there will be 55,000 more persons for breakfast than there were in the world this morning, and the day after tomorrow 55,000 more and so on daily... 20 to 25 million more people annually. But we are not producing 55,000 more cups of milk a day for the new children, nor 55,000 more loaves of bread, nor 55,000 more bowls of rice."

Norris E. DODDS,
Director-General of the Food and Agriculture Organization addressing the UN General Assembly in Paris.

NOW what is the truth one may ask? The answer is one of the things that the social scientists of the world and Unesco are trying to discover as a contribution to the understanding and lessening of international tensions. There is no space here to discuss the answer. But to be realistic one must realize the tremendous importance of this question and the relation the question and the possible answer bear to international tensions.

No matter where the real truth lies, to us the world population problems are realistic enough in the sense that in one way or another population growth—deliberate or unconscious — has been the reason behind the demand for *lebensraum* and declaration of wars, accession to raw materials and unrestricted freedom to migrate from one country to another.

Certain countries like Sweden or the United States of America may maintain a high level of living by a deliberate control of its numbers. Some other countries like India and China may leave it to God and Nature, and reduce their level of living.

If this differential growth of peoples leading to great differences in standards of living becomes a permanent feature, the one world of our dreams where wars become an ugly memory of the past can never be realized.

Dr. Sripati Chandraseknar.

THE differential growth of national populations is not the only major problem. Within nations the differential growth of various ethnic, religious, linguistic and cultural groups is an ever present sore spot leading to intergroup tensions. One group is always afraid that another group is outbreeding it.

We have plenty of examples: White and Negro; White and Nisei, Latin American and Mexican in the United States of America; Jew and Arab in the Middle East; Hindu and Moslem in India and Pakistan; Chinese, Malayans and Indians in Malaya; Boer, Briton and Bantu in South Africa; the Fijians and Indians in Fiji and so on.

What is the answer to these conflicts engendered by all plural communities and heterogeneous population groups? In fact all the popularly called minority problems belong to this group. Can we find a way out?

There are a hundred other problems of a similar demographic nature including inter-group and international tensions. And it is the business of social scientists to throw light on those problems in the hope of an eventual and acceptable solution.

HUMANISTS SET UP INTERNATIONAL BODY WITH UNESCO SUPPORT

INTERNATIONAL organizations representing philosophy, folk arts and folklore, languages, historical sciences and classical and academic subjects are for the first time centralizing their work through the International Council for Philosophy and Humanistic Studies.

This Council, which was created on January 18th, under the auspices of Unesco, held its first General Assembly in Brussels, Belgium, last month and drew up a programme of work for the next three years.

The Council's first aim will be to establish contacts between scientists working in different fields but whose subject matter for research is the study of Man. An observation of an anthropologist is often valuable to a linguist; a discovery of a linguist may show a historian that his enquiries are on the right lines and a particular feature in folklore often throws light on the literary heritage of mankind.

Until now there has been little or none of the cross fertilization which human sciences need in order to progress. The Council's work as a clearing house of information on the activities going on in this broad field of intellectual activity is expected to be of great value to human scientists throughout the world.

Linguists, Folklorists Participate

The Council's programme to facilitate this cross diffusion of information will include the exchange of bibliographies, resumés of articles, general information bulletins and the organization of conferences, symposia and scientific missions.

Already six international organizations are represented on the Council and further accessions are expected during 1949 : International Academic Union, International Commission on Folk Arts and Folklore, Permanent International Committee of Linguists, International Committee of Historical Sciences, International Federation of Classical Associations and the International Federation of Philosophical Societies.

The first step towards setting up the Council was taken in November 1947, when Unesco's General Conference adopted a resolution to encourage the establishment of such an organization, which would be analogous to the International Council of Scientific Unions.

Early last year, old and new organizations declared themselves in favour of the creation of such a council and in September 1948 representatives of five international bodies met at Unesco House and set up a preparatory commission which was instructed to arrange the General Assembly of the Council.

Committee Officers Elected

At its meeting in the Palais des Académies in Brussels last month, the Council elected as its chairman M. J. Rueff, representative of the Institut de France on the International Academic Union. Two vice-chairmen were elected: Mr. A. Sommerfelt, President of the Permanent International Committee of Linguists and Professor at Oslo University and Sir Harold Bell, representative of the British Academy on the International Academic Union. M. R. Fawtier, Vice-President of the International Committee of Historical Sciences and professor at the Sorbonne, was elected General Secretary.

The next meeting of the Permanent Committee of seven members (1), which will be responsible for carrying out the Assembly's decisions, will be held at Unesco House in Paris next June.

(1) The seven members of the Permanent Committee are : M. de Visscher, President of the International Academic Union and a Judge of the International Court of Justice; Mr. Berrien, member of the American Council of Learned Societies and professor, Harvard University; M. Rivet, Director, Musée de l'Homme, Paris; Mlle Mohrmann, Secretary-General, Permanent International Committee of Linguists and professor at Utrecht University; M. Nabholz, President of the International Committee of Historical Sciences and professor at the University of Zurich; M. Hoeg, President of the International Federation of Classical Associations and professor at the University of Copenhagen; M. Pos, President of the International Federation of Philosophic Societies and professor at the University of Amsterdam.

U. S. Conference To Stress Group, Individual Action For Unesco

CONCRETE ways in which individuals and communities can participate in the work of Unesco will be discussed and demonstrated by practical examples at the second nation-wide conference of the U.S. National Commission, meeting in Cleveland, Ohio, from March 31 to April 2.

Dr. Jaime Torres Bodet will fly to the United States from Paris to deliver the principal address on "Unesco—A Personal Faith", in which he will explain why he has dedicated himself to serve the cause of international collaboration in science, education and culture.

At its Cleveland meetings, the U.S. National Commission will develop the theme "Nations will come together, not to destroy but construct", **inspired by the words of Louis Pasteur. (1)**

"Unesco's programme has come into sharper focus since members met in Philadelphia two years ago", Milton E. Eisenhower, chairman of the U.S. National Commission, recently declared. "Our purpose this time is to keep abreast of new developments and to find better ways of getting the Unesco story to more people."

Community Cooperation

THE conference, which will have its headquarters at the Cleveland Auditorium with a seating capacity for 10,000 people, will discuss six important areas within which communities can co-operate on Unesco objectives. Presented as "Unesco's Challenge to the American People", they will be devoted to the global implications of Human Rights, the interchange of persons, educational reconstruction through Unesco, the position of the U.N., advancement of world civilization through arts ans sciences, and education for the world community.

Special panels of experts will explain Unesco's responsibility and programme as well as the opportunities for community action in respect to each of these topics.

Individual Participation

THE best ways in which individuals can constructively take part in Unesco activities will also receive considerable discussion by the educators, scientists and publicists representing different U.S. national organizations who are expected to attend the conference in Cleveland.

Fourteen groups, each examining such different facets of community life as the press and radio, schools, civic, labour and farm organizations, libraries, church organizations, adult education services, or the theatre will show how individuals can help put community resources to work on Unesco objectives and how these efforts may be extended.

Thus, for example, the conference will show how the mass media are being used to advance international understanding, how music and other arts contribute to the sense of world community, and how the schools in the United States are developing citizens conscious of the world and without prejudice toward differences among races and religions.

Delegates will have an opportunity to see how the Cleveland community has organized to carry out Unesco's aims as well as special exhibitions and films on projects carried out in other communities.

Featured Speakers

IN announcing last December that Dr. Torres Bodet had accepted to travel to Cleveland, Milton Eisenhower told newspapermen: "I speak on behalf of the U.S. National Commission when I say that Dr. Torres Bodet's visit to our country will give added impetus to a programme for international understanding which has already stirred the imagination of millions of Americans."

Among the other featured speakers announced for the Cleveland Conference are Mrs. Franklin D. Roosevelt, who will discuss the Declaration of Human Rights; George V. Allen, Assistant Secretary of State; and Milton S. Eisenhower.

(1) "I hold the unconquerable belief that science and peace will triumph over ignorance and war, that nations will come together, not to destroy but to construct, and that the future belongs to those who accomplish most for humanity."

Dr. Torres Bodet addressing French National Commission at Quai d'Orsay in Paris: "It seems to me that our civilization resembles the Raft of the Medusa. Raging seas surround it and storm clouds loom above. In each of us there is a man who thinks and another who hopes, a man who signals to the future and another who seeks in the wake the reasons for what has occurred."

NEW ADVENTURES
For Struggling Educators

A New Zealander Views Unesco Educational Missions

DURING the past few years I have seen something of education in many countries. Three things have particularly struck me. The first is that practically all countries are facing the same educational problems. They are, of course, at different stages in their development, and each country has some problems that are peculiarly its own; but there is a solid core of common difficulties with which educators throughout the world are struggling. Those of us who have faced these problems in distinct corners of the earth find some slight comfort in knowing that we are not alone in our perplexity.

My second discovery brings more solid comfort. It is that at least partial solutions to some of these problems have already been found, in scattered spots throughout the world, and that able, and sometimes brilliant, work is being done on them in many countries.

But the third thing I have discovered in my travels is the extreme slowness with which educational ideas and practices spread. Within the past twelve months I have seen schools that, in more advanced countries, would have been outdated a century ago; and there are few of us who, in our own countries, cannot point to schools that, as far as their practices are concerned, are fifty years apart in time though only a few miles apart in space. In the past quarter of a century, great advances in educational methods have taken place in many schools, but they spread across natural borders, and even with nations, at a maddeningly snail-like pace.

If, for example, the knowledge of penicillin had travelled through the world as slowly as has the knowledge of new teaching techniques in the infant school, there would have been a public outcry.

The latest educational methods are not necessarily the best, but at least they should be known and understood by the practitioners of the old.

By
Clarence E. BEEBY,
Assistant Director-General of Unesco in Charge of Education

Educational Progress Is No Monopoly

ONE of the main functions of the Education Department of Unesco is to help meet just this situation, to make it easier for educators in one country to know what is going on in others, and to apply the knowledge to the solution of their own problems. A wide variety of methods are being used to bring about this freer flow of educational principles and practices. The first task, obviously, is to discover what is going on in education throughout the world, what special contribution each country has to make to the solution of the world's educational problems.

The first thing one finds out, incidentally, is that no one country has a monopoly of educational progress, and that almost every country has some lesson that it can teach the rest of the world.

The mere collection of information is the smallest part of the task. Unesco is primarily interested in the use of it. We issue books, pamphlets and periodic bulletins; we organize world conferences on special educational topics; we arrange seminars for representative teachers from all our Member States; and we send expert advisers to special experiments in education that can be regarded as "pilot projects" for the rest of the world.

International Teamwork

THE consultative educational mission represents Unesco's latest attempt to encourage the spread of educational ideas. *the Member State, Unesco, in the main, paying the fees of the experts and the cost of their travel from their own countries, and the State meeting most of the expenses incurred within its own borders. The mission stays in the country long enough to make a thorough survey of the problems at issue, working in closest cooperation with the local authorities.*

It reports its findings and recommendations to the Head of the State and to Unesco, and they are published in a form agreed upon. Finally, Unesco collects from all over the world information and materials that will be of help to the country in putting into effect such parts of the mission's report as it finally adopts. It may even help to find consultants who will stay on for a period to advise on the actual carrying out of the new plans.

SUCH is the mission in theory. In practice, of course, it soon proves more difficult—and, at the same time, more interesting. The complications of finding a team of half a dozen high-ranking experts—who have the necessary language qualifications, who cover between them the fields of study, who are acceptable to the Government concerned, who represent different national cultures, who can all be spared at the same time from positions of importance in their own countries, and who can be relied upon to work as an amicable team—such complications must be experienced to be understood.

There is not much previous experience to guide us. I know of only one earlier example of an international educational mission, one sent to China in 1930 by the League of Nations. Indeed, without some such international organization as Unesco, it would be practically impossible to arrange for a genuinely international mission of this type, and any country wanting advice on its educational problems would have to seek help from some other individual country.

Philippines

DURING the past few weeks Unesco has signed contracts to send educational missions to two of its Member States, and two other missions are being negotiated. The first mission to enter the field will be that to the Republic of the Philippines, which is due to arrive there at the beginning of February.

Its leader will be Professor Floyd W. Reeves, of Chicago University, who is an authority on the administration and financing of education. Dr. Paul Hanna, of Leland Standford University, California, will be primarily responsible for the survey of elementary education; Dean C.A. Lewis of the Ontario College of Education will concentrate on the teacher training aspects, and Dr. S.Y. Chu, second-in-command of the Chinese Mass Education Movement, will be the authority on adult education. A Frenchman, M. Jean Guiton, who has had the main responsibility on the Unesco Secretariat of arranging the Mission, will go to the Philippines to see it established.

The Mission is expected to stay in the Philippines from three to four months, and its report should be ready by about the middle for the year. It will be awaited with keen interest in the Philippines, which are facing the double problems of war-devastation and of a newly-found independence. For the past few months there has been intense governmental and public interest in education, and Unesco can at least be sure that its first mission will be to a country ready and anxious to listen to it.

A mission to Afghanistan is in course of preparation. The problems there are peculiarly interesting because of the varied national and cultural influence that have gone to mould its education system into its present form. The topics on which the Government wants advice are primary, secondary, and vocational education. An effort is being made to secure a three-man team from three different countries.

It is, of course, too early as yet to say what the results of these, and Unesco's other missions, will be. The final criterion will be the practical effects they have on education in the countries to which they are sent. But, however sceptical one may be, one cannot but find encouragement in the fact that the countries of the world are willing, without any selfish or ulterior motive, to give practical help to individual States that want to improve the education of their people. It is a form of mutual assistance that is, I fear, still uncommon enough to be exciting.

(The above article originally appeared in The Times Educational Supplement of London.)

Emergency tent school, Philippines, houses two classes.

Schuman, Bidault Welcome Torres Bodet

(Continued from page 3.)

Dr. Torres Bodet continued: "Unesco was born in order that a lack of understanding between the peoples should not lead to fresh wars... Unesco's task is not to make the peace which cannot be improvised and which demands long years of effort and education."

"Of all our main reasons for anxiety," the Director-General went on, **"the most urgent might be summed up in this question: Can the peoples organize their freedom in peace-time with the same energy they put forth during the war to save it? Is each citizen capable of choosing, without violence but also without weakness, between resignation to a regime of automatic obedience and the sense of personal responsibility? That, in my view, is the burning question of our time. It cannot be settled without the help of all the peoples standing together and a pressing appeal, within each separate nation, to the conscience of every individual."**

Pointing out that the whole structure of Unesco was based on the idea that the continuing functions of the Organization were in the hands of the Secretariat in Paris, guided by the Executive Board, and secondly of the governments themselves assisted by the National Commissions, Dr. Torres Bodet declared:

"One of my essential tasks will be to make it possible for the National Commissions to give us the full cooperation we hope for..."

"It is little enough," he went on, "if the various nations are content to let Unesco work alone and merely use it as a forum in which they are supposed, once a year, to give voice to lofty sentiments...

The National Commissions, Unesco's Director-General added, could help Unesco directly by "mobilizing" the scholars, writers, research workers, philosophers and artists in every country to be "volunteers in the service of peace through culture, of science for peaceful aims and of peace through education."

"Unesco as such," Dr. Torres Bodet said, **"will never be other than peoples and governments wish it and make it. For myself, I do not limit these efforts to the fields of science and culture. I scan more distant horizons of social justice. Happily, amid so many reasons for misgiving, the reception France has always accorded to Unesco is of great comfort to us."**

After Dr. Torres Bodet had spoken, M. Georges Bidault surveyed the work of the Beirut Conference. He warned that the tendency to extol the independence of each separate culture involved certain risks for world culture as a whole: "Never, on the plea of ensuring that Unesco will be favourably looked upon in all the great cultural regions of the world, should universal culture be split up."

Other speakers at the French National Commission meeting were M. Montel, of the Académie des Sciences and President of the Commission, Lucien Febvre, Professor at the Collège de France, and M. Yvon Delbos, French Minister of Education.

TEEN-AGERS

(Continued from Page 9)

Today it numbers 30 French children, 6 Spanish, 6 Italian, 1 Croat, 1 Pole and 4 Turco-Greek children. They have their own government consisting of 5 or 6 members elected by a two-thirds majority of the General Assembly after a first vote has been taken in order to weed out the "unfit". Elections are by secret ballot, with no list of candidates.

In the past two years, while continuing their studies, these children have built and fitted up their Centre: dormitories, a classroom, a garage, a work-shop, a laundry, an infirmary, showers, etc. In 1948, they carried off 14 athletic prizes and won 5 school certificates, including the highest award for the district.

This, then, is Torchok, a model Republic. "We feel", say its citizens, "that the world will only be happy when it learns to run itself the way we do."

What Is Being Done To Heal The Wounds

(Continued from page 9.)

THE second question was what help could be given to bring educational assistance to the 400,000 Arab refugees now sheltering in the Middle East from the ravages of a present war. It will take one hundred million dollars to meet their needs adequately but 50,000 dollars will meet emergency needs. Plans were agreed as to how this small sum can be rapidly raised, and placed at the disposal of Unesco, and spent in the Middle East.

The third problem was what steps could be taken to resettle in educational scientific and cultural employment, the 40,000 intellectual refugees at present in the keeping of the I.R.O. Plans were made to try to place as many of these specialists as possible. Perhaps before July 1, 1950, when I.R.O. closes down, these persons, caught between a distinguished past and an uncertain future will all be placed in universities, laboratories, and schools of Unesco Member States.

Well, as I prepared to leave this committee room on my way back home, I wondered how far we have got towards finding solutions. It will need more hard work tomorrow and the next day, this year and next year from all of us everywhere.

The Case Against And For 'Comic Books'

ON February 19, Unesco's first weekly radio programme "Unesco World Review", went on the air. One of the feature stories included in the 15-minute programme was inspired by recent French discussions on the effects of the comic strips on children and adolescents. The article printed below was taken from the radio script. It gives some of the points which have been discussed recently on both sides of the Atlantic.

JUST about fifty years ago, an unsung artist told a funny story in a strip of cartoons—and thereby started a giant new industry, sent educators to bed with nightmares and changed the reading habits of millions of children—and their parents.

The latest blast in the storm of protest stirred by comics comes from France where superhuman exploits and glorified gungirls were debated on the floor of the French Chamber of Deputies. The result was a law to protect children and adolescents by forbidding any publication building up banditry, stealing, hatred, cowardice and cheating. A committee representing the government, youth associations and the press will enforce the law, supported by the Ministry of Justice.

The French measures to protect juveniles from undesirable reading matter are symptomatic of the rising general concern about the flood of new publications, the so-called comics, aimed at young readers. This mounting uneasiness has been noticeable in the homeland of the comics—the United States—as in most other countries; Unesco's Director-General, Dr. Jaime Torres Bodet, expressed his concern about comics of the Superman type at a press luncheon recently in Paris.

THE French Minister of Justice stressed that this new law is in no way an infringement of the liberties of the press. It has been passed mainly as a result of a campaign by the French Teachers' League which has taken a special interest in the fight against the comics. According to the League's figures, eighty-eight per cent of the juvenile delinquents in France are ardent readers of comics. The efforts to combat such publications have undoubtedly been stimulated by the alarming rise of juvenile delinquency in many countries.

In the United States, an advisory committee has been established by the Association of Comic Magazine Publishers, whose members are responsible for forty per cent of the enormous comics output in the United States, to improve comic books and use this technique for constructive educational purposes.

Another example comes from Mamaroneck, New York, where a group of parents has gone ahead and organized an independent publishing company—The Once Upon a Time Press. Its first publication was a fairly tale by Hans Christian Andersen, with illustrations.

Complaints against Comics : Irrealism, Violence and Nightmares

WHAT is, then, the case against the comics?

That most of them are badly written and badly drawn—trash in short—is a thing apart. The main charge is the comics' preoccupation with violence in all its forms. Murder in its most cruel aspects, sadism, fights, explosions, war on an interplanetary scale, these are the main themes of too many of the so-called comics.

Another complaint is that the comics, instead of popularizing science, make science everyman's fool and remove it from the realm of reality and the possible to the land of nightmare and fantasy.

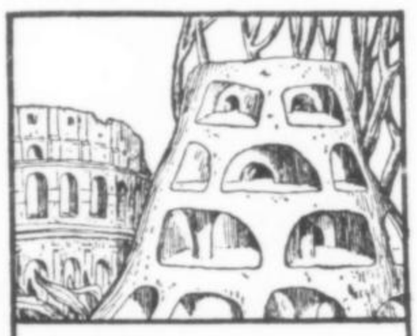
A third accusation is that the heroes and heroines, with whom the readers identify themselves, are, in most cases, gangsters or pin-up girls. The girls can be explained by the fact the press for adults usually carries comic strips and tries to catch their interest as well as that of juvenile readers. It is certain that comics now are far from exclusively read by children and adolescents. Adults often start their daily paper with Flash Gordon or Jane, should the front page not carry a story also revelling in violence.

Another serious charge is that the comics really are meant for illiterates. The text on the whole confines itself to exclamations like Ohhh! Ugh! bang, whiz, bump, etc., and the context dwindles to nothing.

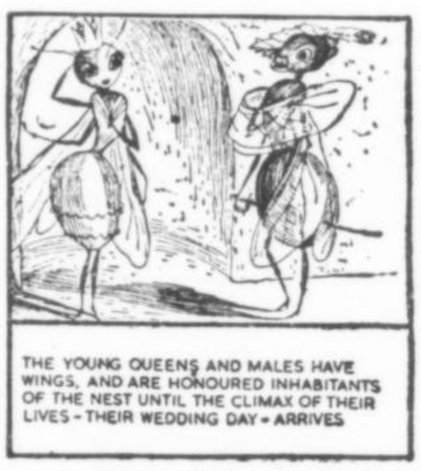
All this would not be worth serious concern, were it not for the tremendous popularity and diffusion of these comics. This popularity shows, among other things, that the technique is a good technique.

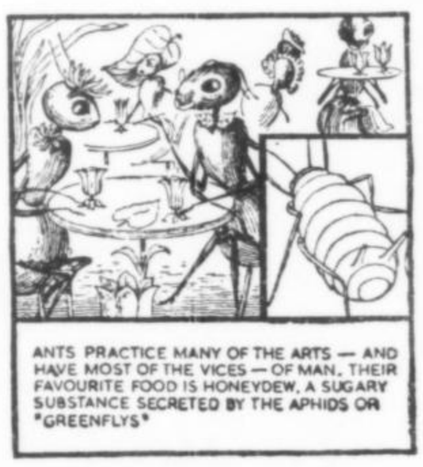
The problem is how to use this new mass medium in a constructive manner. One way would be to paint a sympathetic picture of the foreigner and the under-privileged. Thus, the strips could make their contribution to international understanding and tolerance.

SO HIGHLY ORGANISED ARE THE ANTS THAT SOME SCIENTISTS BELIEVE THEY WILL ONE DAY SUPPLANT MAN ON THE EARTH


MASON ANTS BUILD SKY SCRAPER DWELLINGS CONTAINING WONDERFULLY DOMED CHAMBERS, THE CEILINGS SUPPORTED ON PILLARS

THE COLONY CONTAINS A QUEEN, (THE MOTHER OF THE ENTIRE FAMILY), A LARGE NUMBER OF WORKERS, OR STERILE FEMALES, AND, IN SEASON, A NUMBER OF MALES


THE YOUNG QUEENS AND MALES HAVE WINGS, AND ARE HONOURED INHABITANTS OF THE NEST UNTIL THE CLIMAX OF THEIR LIVES - THEIR WEDDING DAY - ARRIVES


ANTS PRACTICE MANY OF THE ARTS — AND HAVE MOST OF THE VICES — OF MAN. THEIR FAVOURITE FOOD IS HONEYDEW, A SUGARY SUBSTANCE SECRETED BY THE APHIDS OR "GREENFLYS"

THESE APHIDS ARE MILKED LIKE CATTLE. GENTLE CARESSES OF THE ANT'S ANTENNAE ENCOURAGE THE FLIES TO EXUDE THE SWEET STICKY LIQUID

SOME SLAVE-OWNING ANTS HAVE BECOME SO LAZY THAT THEY CANNOT LIFT A FINGER TO HELP THEMSELVES. SHOULD THE COLONY MOVE HOUSE, THEY ARE EVEN CARRIED TO THEIR NEW HOME BY THEIR SERVANTS

ROAD BUILDERS ARE THEREFORE CONSTANTLY AT WORK, CONSTRUCTING OPEN AND COVERED HIGHWAYS

DOWN THESE ROADS THE COLONY MIGRATES WHEN A CHANGE OF HOME IS DESIRED, ACCOMPANIED BY THEIR CATTLE AND OTHER INSECTS WHICH APPEAR TO BE KEPT AS PETS

NO STREAM WILL STOP THEIR MARCH. A LIVING BRIDGE OF ANTS WILL BE SWUNG ACROSS, OVER WHICH THE WHOLE COLUMN WILL PASS

On this page we reproduce part of an "A. B. See" cartoon story which illustrates how comics can be effectively used for educational purposes. They are published by Frank C. Betts Ltd., copyright by Visual Features Ltd., London.

Did Your Local Radio Carry This News ?

Did your local radio carry these news items prepared by Unesco's new radio programme "Unesco World Review"?

SWITZERLAND: One of the world's most important radio programmes went on the air recently, but you will never hear it in your home. It consisted of twice-daily warnings, telling national health authorities all over the world of outbreaks of serious epidemics.

The programme, which comes from the World Health Organization in Geneva, is broadcast in Morse code by ten powerful transmitters, and it gives last-minute statistics on plague, typhus fever, cholera, and yellow fever.

The bulletins are beamed to Europe, America and West Africa, and will also be picked up by the captains of ships and aircraft who must know what quarantine restrictions to expect in their next port of call.

* * *

POLAND: It may soon be possible to send a "talking letter" through the post. A Polish chemical engineer, M. Stankiewicz, has discovered a liquid which makes even poor quality paper sensitive to sound. The machine, which can record your own voice, can be marketed for about one hundred and fifty United States dollars. The invention is expected to be of tremendous use to schools and libraries, and may bring about great changes in all fields of communication.

* * *

FRANCE: Leaders in the radio field from both sides of the Atlantic are meeting this month, from February nineteenth to February twentysixth, at Nice, for a seven-day conference to study the creation of an international university of the air.

The idea was first discussed at the Unesco General Conference of 1946 and elaborated at later meetings of the Organization.

The Nice conference was called by the Radiodiffusion Française, the French national network, whose own radio university is finishing its first month on the air.

* * *

CHILE: The University of Chile's medical school, wiped out by fire, received an international helping hand almost before the embers stopped smouldering.

Library associations in America and Great Britain have already pledged donations to help replace the school's losses. The libraries division of Unesco also will assist in the rehabilitation.

* * *

INDIA: People in many parts of the world are receiving letters this month postmarked with a unique tribute.

The Indian Government commemorated the first anniversary of Mahatma Gandhi's death on 30 January by stamping every letter mailed that day with a quotation from the great leader's favourite prayer.

The postmark, much more than a mere stamp collector's item in today's world, says: "May God grant good sense to everyone."

* * *

UNITED KINGDOM: These days it's not too easy for an English coal miner to visit the Comédie Française in Paris—so the Arts Council of Great Britain is bringing Molière to the mines on a seven-week tour.

"The Miser", one of the French writer's comic classics, is touring Northumberland, Durham and Yorkshire, playing to packed houses in tiny village theatres.

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